UNITED STATES MARINE CORPS
MARINE CORPS EDUCATION COMMAND
MARINE CORPS UNIVERSITY
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QUANTICO, VIRGINIA 22134-5067

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MARINE CORPS UNIVERSITY POLICY LETTER 9-03

From: President, Marine Corps University/Commanding General, Education Command
To: Distribution List

Subj: MARINE CORPS UNIVERSITY INSTITUTIONAL EFFECTIVENESS/ INSTITUTIONAL RESEARCH

Encl: (1) Core Indicators of Effectiveness
(2) IE Assessment Format for MCU Schools
(3) IE Assessment Format for GRC and Staff Sections

1. Purpose. This document provides Institutional Effectiveness (IE) and Institutional Research (IR) planning and evaluation guidelines and procedures for Marine Corps University (MCU).

2. Cancellation. MCU Policy Letter 6-02, dated 2 July 02.

3. Background. The purpose of the IE and IR programs at MCU is to improve the quality of education for all students. This requires a systematic examination of all goals and objectives, assessment of outcomes, and use of results by decision makers.

4. IE/IR Philosophy at MCU. IE and IR are integral elements in ensuring high-quality education is provided throughout the University. The Director for IR will coordinate the University efforts. While the majority of the IE/IR efforts will be centralized at University-level, data collection and analysis directed at the specifics of the curriculum will be "distributed" to the individual schools. In the distributed mode, the Directors of IR will maintain University oversight, but the collection and analysis of data on the details of each school's curriculum will be conducted by each school. At the University level, data collection and analysis will focus on University goals and objectives, overall University effectiveness, general education topics across the University, and services and support. While much of the effort is directed toward the curricula, MCU IE/IR procedures and activities also include staff sections and the GRC. Specific duties and

responsibilities for University personnel are described in paragraph 8.

5. Core Indicators of Effectiveness

a. To determine adequately the effectiveness of the University in accomplishing its educational goals and outcomes, a set of core indicators of effectiveness is required to provide unity of effort. As shown below, the basic framework for the MCU core indicators consists of four broad areas and specific indicators in each area. The indicators will be routinely measured to help determine the health of the University. When possible, multiple means of assessment will be utilized for each indicator to ensure complementary data sets are established for verification and reliability.

(1) Academic Programs

(a) Student Enrollment and Graduation Rates

(b) Student Achievement of Educational Objectives

(c) Student Satisfaction With Academic Courses & Programs

(d) Faculty Satisfaction With Academic Courses & Programs

(2) Services, Support, and Resources

(a) University Properly Staffed to Accomplish its Mission

(b) University Properly Resourced to Accomplish its Mission

(c) Student, Faculty, and Staff Satisfaction with Support & Services

(3) Perception and Customer Satisfaction

(a) Identification of Customer Needs and Expectations

(b) Customer Satisfaction With Graduate's Skills/Performance

(c) Perception and Understanding of MCU

(4) Organizational Quality

(a) Faculty and Staff Professional Development and Enrichment Programs

(b) Organizational Climate

b. Enclosure (2) expands the outline shown above and forms the basis for data collection and analysis at MCU by providing a definition for critical data categories, expected outcomes, criteria for success, responsibility for collecting the data, data collection methods, and mechanisms to incorporate the analyses into the decision-making process.

6. Instruments of Institutional Research. The Marine Corps University uses a variety of internal and external evaluation instruments and procedures to conduct the IE/IR process.

a. Internal evaluation instruments used to measure effectiveness and assess educational programs at the MCU:

(1) Student Critiques. Students will complete critiques to evaluate the content of each block of instruction, to determine how well instruction is presented, and to measure the quality of reading and reference materials assigned for the block of instruction. Additionally, students will typically complete an end-of-course assessment of overall satisfaction of educational programs.

(2) University Student, Faculty, and Staff Surveys. The students, faculty, and staff will be administered an annual survey that addresses University-wide issues. Topics will include support, services, organizational quality, professional development, and general education topics.

(3) Course Content Review Board (CCRB). As part of outcomes assessment at MCU, the schools, colleges, academies, and courses will convene a CCRB to serve as the forum for recording information and making recommendations to improve the effectiveness and efficiency of instructional programs. The CCRB is a formal meeting with representation from the student body, faculty, subject matter experts, and school administrators who are knowledgeable of the instructional programs and its implementation. A more detailed explanation of the CCRB is found in paragraph 7.

b. External evaluation instruments and procedures used to measure effectiveness and assess educational programs and graduate job performance data at MCU are as follows:

(1) Graduate Surveys. Questionnaires will be administered at least biennially to recent graduates to

determine the relevance of the curriculum and preparation of the graduate for subsequent assignments.

(2) Reporting Senior Surveys. Questionnaires will be administered at least biennially to supervisors of recent graduates to determine if the curriculum equipped the graduate(s) with requisite knowledge and skills to successfully perform job duties in assignments within the Operating Forces and/or in the joint arena.

(3) External questionnaires. These will address curriculum objectives, course content, methodologies, overall effectiveness and relevancy to graduates' current assignments. Typically, these surveys will be administered to senior officials in the U.S. Marine Corps and DoD.

(4) Data compiled through the use of personnel databases. Variables from these sources include fields such as promotions, school selections, job assignments, job performance, etc.

(5) Feedback from the Operating Forces and the Joint Arena. Feedback from Commanders in the Operating Forces and/or in the Joint Arena may be solicited through telephone conversations or field assessment visits.

7. Procedures. The integration of data from a wide variety of sources will be used to assess the overall health of the University. When possible, data will be collected from multiple sources to allow a more complete analysis. Figure 1 illustrates how the various forms of data are collected, analyzed, consolidated, and used in the decision-making process at MCU. The relationships of the IR elements are shown in Figure 1.

a. Course Content Review Board (CCRB). As previously described, the CCRB is the basis for formal analysis of the effectiveness of MCU curricula. This structured process is used to make curriculum modifications based on outcomes assessments, faculty recommendations, or guidance received from higher headquarters. A CCRB is usually conducted several times a year, but annually as a minimum. The school directors determine the exact composition of their CCRB, but as a general rule all meetings should include faculty, student representation, and representatives from appropriate MCU support activities such as the library. The Director of Institutional Research should be a part of all CCRBs. The majority of the data considered in a

CCRB come from outcome assessment data, student critiques, and faculty input, but additional sources are input from the operating forces, graduate surveys, and reporting seniors surveys. A record of proceedings of CCRBs is maintained with these deliberations forming the basis for the school's annual IE assessment. Upon request, school directors will submit CCRB reports to the University Office of Institutional Research.

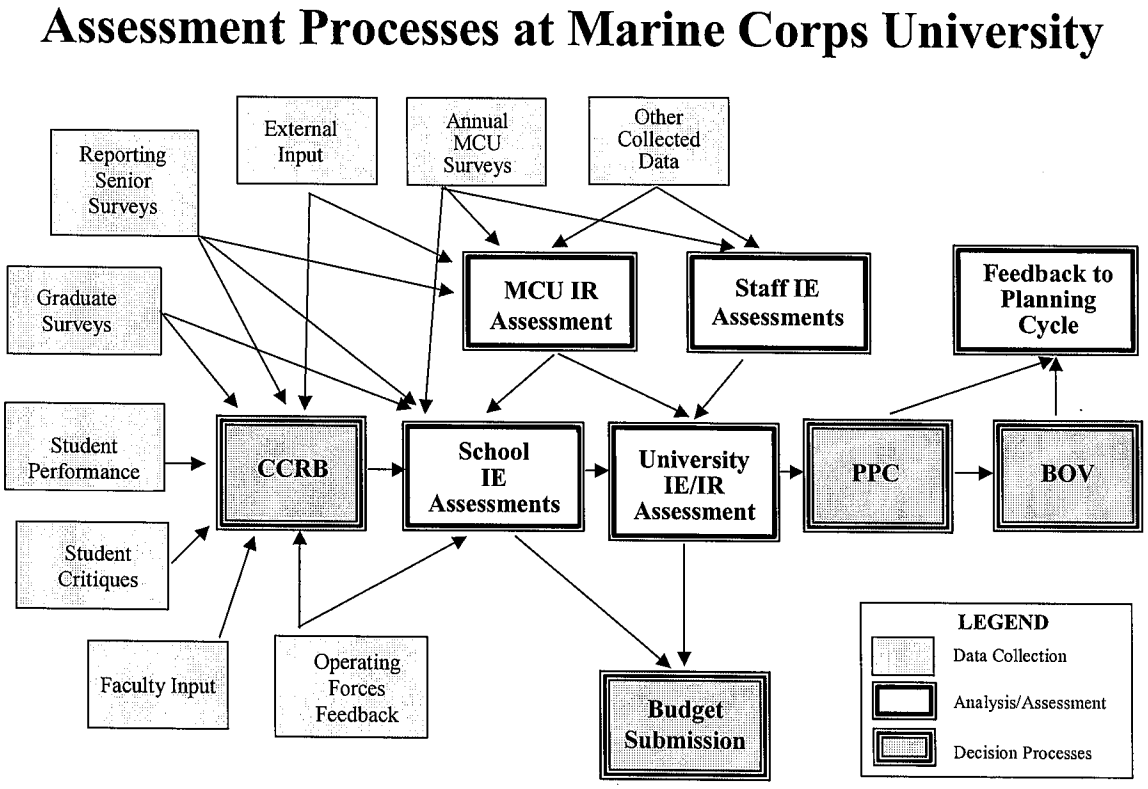


Figure 1. IE/IR Processes at MCU

b. Annual IE Assessment. The Annual IE Assessment provides an assessment of institutional performance as it relates to the school, staff, and GRC mission and purpose. Schools, staff sections, and the GRC must provide IE assessments in order to provide a complete examination of university functions. When developing their IE assessments, schools consider data collected during annual MCU surveys, proceedings of the CCRBs, and other external data sources. MCU surveys will provide data related to the overall effectiveness of the

academic programs, as well as specific information on facilities, support, and services. Staff sections (G-1, G-3, G-4, G-6, and G-8) and the GRC should incorporate the annual MCU data and other data collected to address specific outcomes for their section. Enclosures 2 and 3 provide the format that should be used by schools, staff sections, and the GRC. In particular, the results of changes from year-to-year must be documented in these assessments. An annual IE assessment is the primary vehicle to record change as a result of data collection, analysis, and incorporation in the decision-making process. Policy changes, curriculum modifications, and other decisions must be reviewed in subsequent assessments to illustrate change.

c. Assessment. The Director, Institutional Research will also prepare an annual report, providing the results of the annual University survey. Additionally, data collected from other sources relating the effectiveness of the University toward its institutional purpose goals will be reported. The Director, Institutional Research will also collect the assessments from the schools, staff, and IR Office to develop a comprehensive assessment document for the University. Trends across the University, as well as documentation of change will be of special note. Resource and manpower shortfalls impacting curricula delivery will also be highlighted. This report will be submitted to the President, MCU, through the Vice President for Academic Affairs (VPAA).

d. President's Planning Council (PPC). The Director, IR, will present the results of the University IE/IR Assessment to the PPC. Issues requiring decisions will be addressed in this forum, through the budget submission process at the individual school or University level, or forwarded to the MCU Board of Visitors (BOV) for resolution.

e. Board of Visitors (BOV). Following review by the PPC, assessment items will be presented to the BOV. The BOV typically meet twice, once in the spring and fall.

8. Responsibilities

a. Vice President for Academic Affairs

(1) Provides oversight of University IE and IR programs.

(2) Oversees faculty development programs on IE and

IR.

b. Director, Institutional Research. The Director of Institutional Research reports to the VPAA and is responsible for the following:

(1) Data collection and analysis on the effectiveness of the University in fulfilling or achieving its stated mission or purpose. Ensures the MCU Institutional Research Office, the administrative and support branches, and the Research Center are performing assessment functions in accordance with their established mission and goals.

(2) Responsible for providing technical advice and procedural guidance for the development, assessment and administrative management of the University-level institutional research program.

(3) Preparation of an annual IR assessment that analyzes data collected during MCU annual surveys, reporting senior surveys, and external sources. Director, IR submits this assessment prior to 1 August of each year.

(4) Prepares an annual University IE/IR assessment that consolidates all school and staff IE assessments into a comprehensive document that identifies trends, areas of emphasis, and areas of change. Submits the assessment to the President, NLT 1 September of each year.

(5) Advises the MCU President on institutional research issues.

(6) Serves as a member and advisor of the President's Planning Council that uses institutional research findings in University decision-making.

(7) Coordinates the efforts impacting/supporting institutional research within the MCU.

(8) Participates in long-range planning and evaluation processes to achieve a comprehensive and integrated professional military education system.

c. College, School, Academy, and Course Directors of Marine Corps University. All school/colleges and course

directors and the Director, Enlisted Professional Military Education will:

(1) Establish an Institutional Research program, and designate an IE/IR coordinator.

(2) Submit data and findings to the Director, IE in an annual IE assessment report, NLT 1 August of each year.

(3) Develop evaluation documents to chronicle evidence of effectiveness by collecting and analyzing data results for the MCU core indicators applicable to their course, school or college program.

(4) Use questionnaires to survey, assess, and document internal and external evaluation.

(5) Regularly conduct Course Content Review Boards (CCRB) and record minutes of the proceedings.

(6) Utilize results of the CCRB to improve curricula delivery and improve the IE/IR process.

(7) Chronicle evidence of program improvements by continually documenting curriculum/lesson changes and the results from these changes.

(8) Document and maintain faculty credentials in their respective academic areas.

d. GRC and University Staff Sections. All MCU staff sections (G-1, G-3, G-4, G-5, G-6, and G-8) and the GRC will:

(1) Collect data related to the effectiveness of the section in accomplishing its stated goals and objectives.

(2) Submit an annual IE assessment NLT 1 August of the year to the Dir, IR.

e. University faculty. Appropriate roles for faculty in the MCU IE/IR process are:

(1) Participate in the selection of the appropriate assessment technique to evaluate the accomplishment of intended educational outcomes.

(2) Development, administration, grading, reporting, and maintenance of program examinations used to measure student achievement of educational objectives.

(3) Use of assessment results to improve academic programs.

(4) Active participation in the CCRB process to improve curricula content and delivery techniques.

9. Applicability. These policies and procedures are applicable to all MCU colleges, schools, academies, courses, and staff sections.

T. A. BENES

Distribution: A

MARINE CORPS UNIVERSITY
CORE INDICATORS OF EFFECTIVENESS

Academic Programs

- Student Enrollment and Graduation Rates
- Student Achievement of Educational Objectives
- Student Satisfaction With Academic Courses and Programs
- Faculty Satisfaction With Academic Courses and Programs

Services, Support, and Resources

- University is Properly Staffed to Accomplish its Mission
- University is Properly Resourced to Accomplish its Mission
- Student, Faculty, and Staff Satisfaction With Support and Services

Perception and Customer Satisfaction

- Customer Satisfaction With Graduate's Skills/Performance
- Perception and Understanding of MCU

Organizational Quality

- Faculty and Staff Professional Development and Enrichment Programs
- Organizational Climate

Category: Academic Programs

Core Indicator: Student enrollment and graduation rates

Definition: A student officially enrolled in a formal course of instruction that completes a degree or certificate, as reported at annual intervals.

Outcome

All students complete the required course of study and graduate in good standing from the University

Criteria For Success

Students who begin a programmed course of study complete the requirements and graduate at the goals established by the schools, colleges, and academies

Assessment Methodology

Attendance records

Responsibility for Data Collection & Analysis

Individual schools

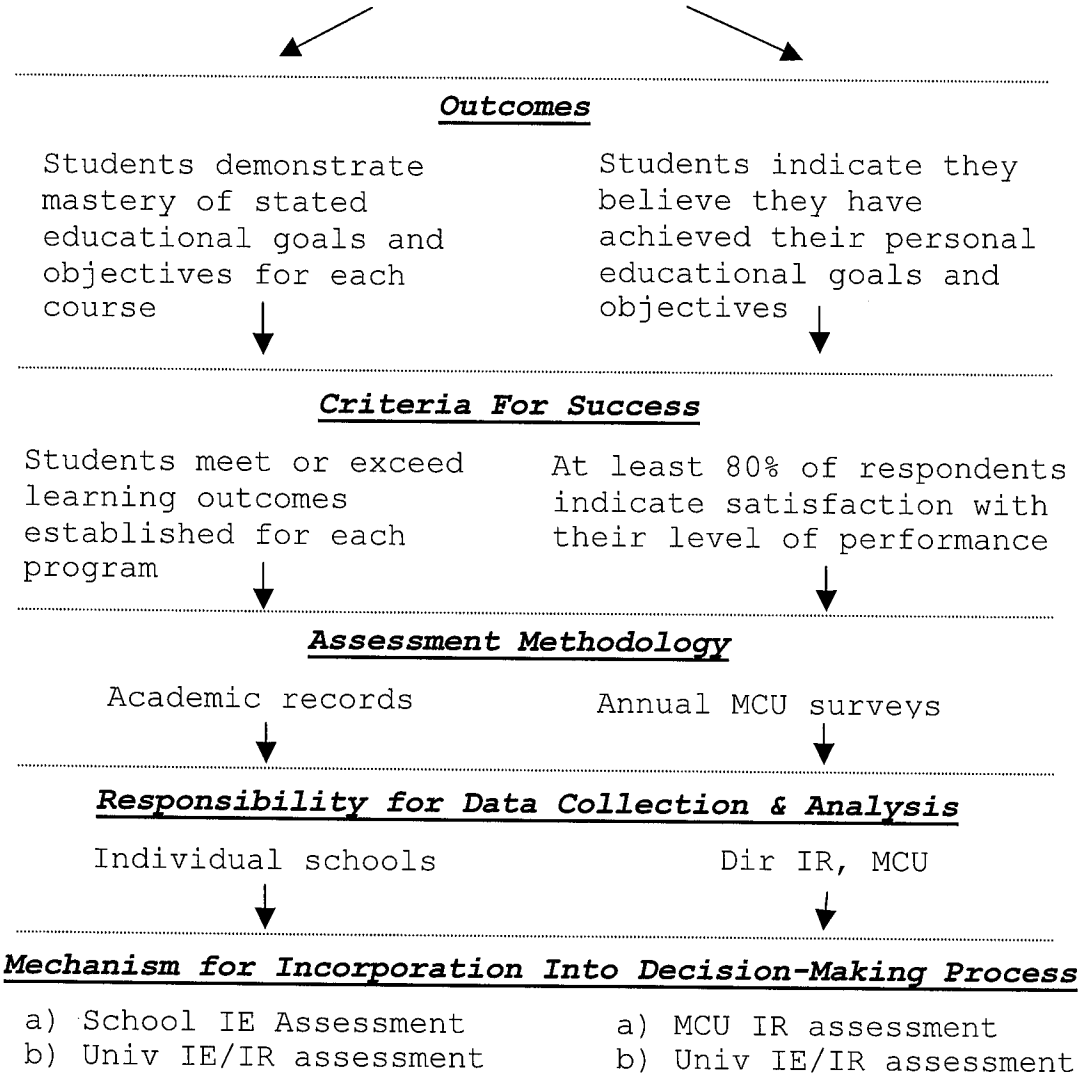
Mechanism for Incorporation Into Decision-Making Process

a) Status reports
b) Univ IE/IR assessment

Category: Academic Programs

Core Indicator: Student achievement of educational objectives

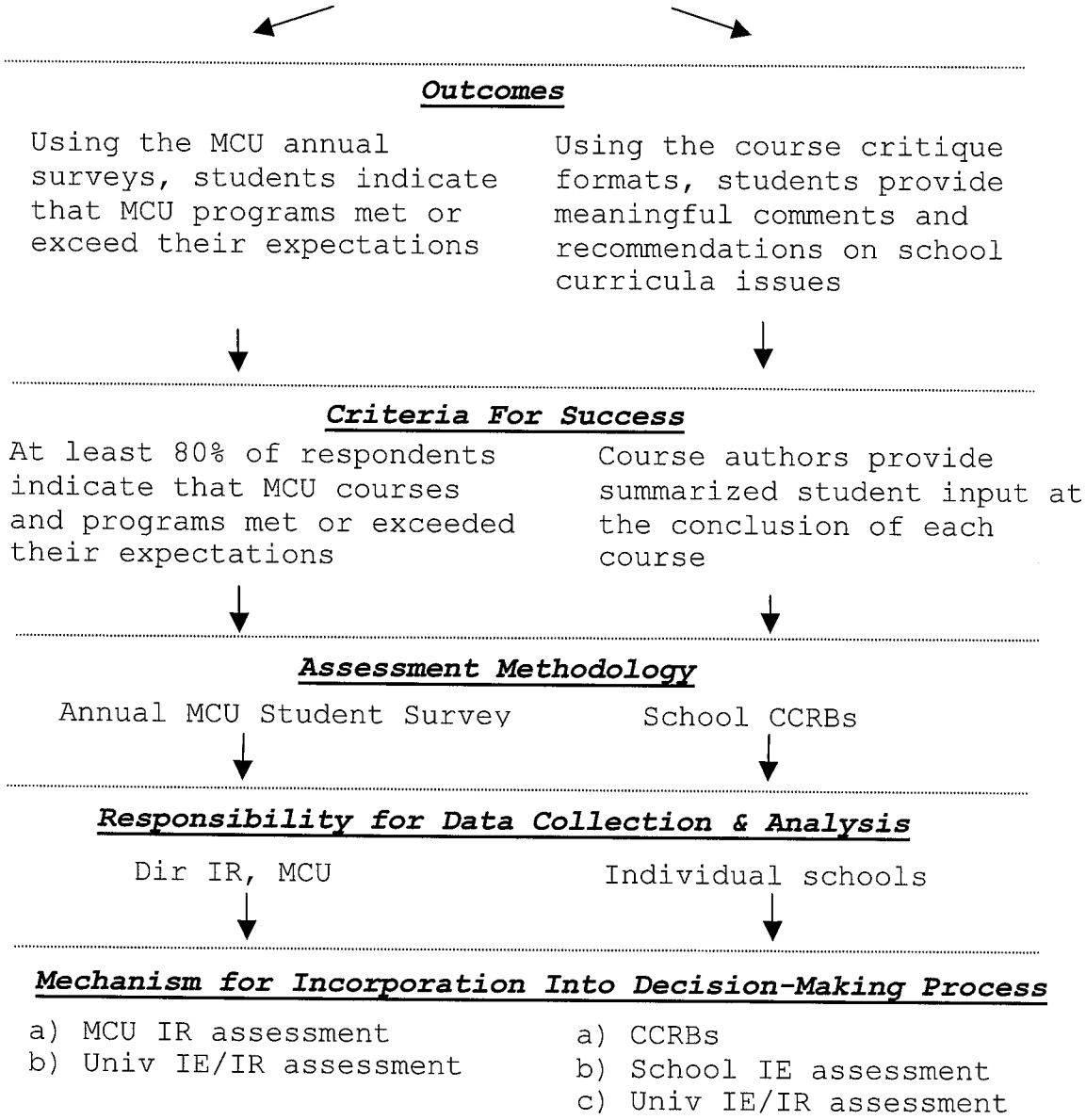
Definition: The knowledge and skills of the student at the time of graduation from the formal course is commensurate with the stated educational goals.



Category: Academic Programs

Core Indicator: Student satisfaction with academic courses and programs

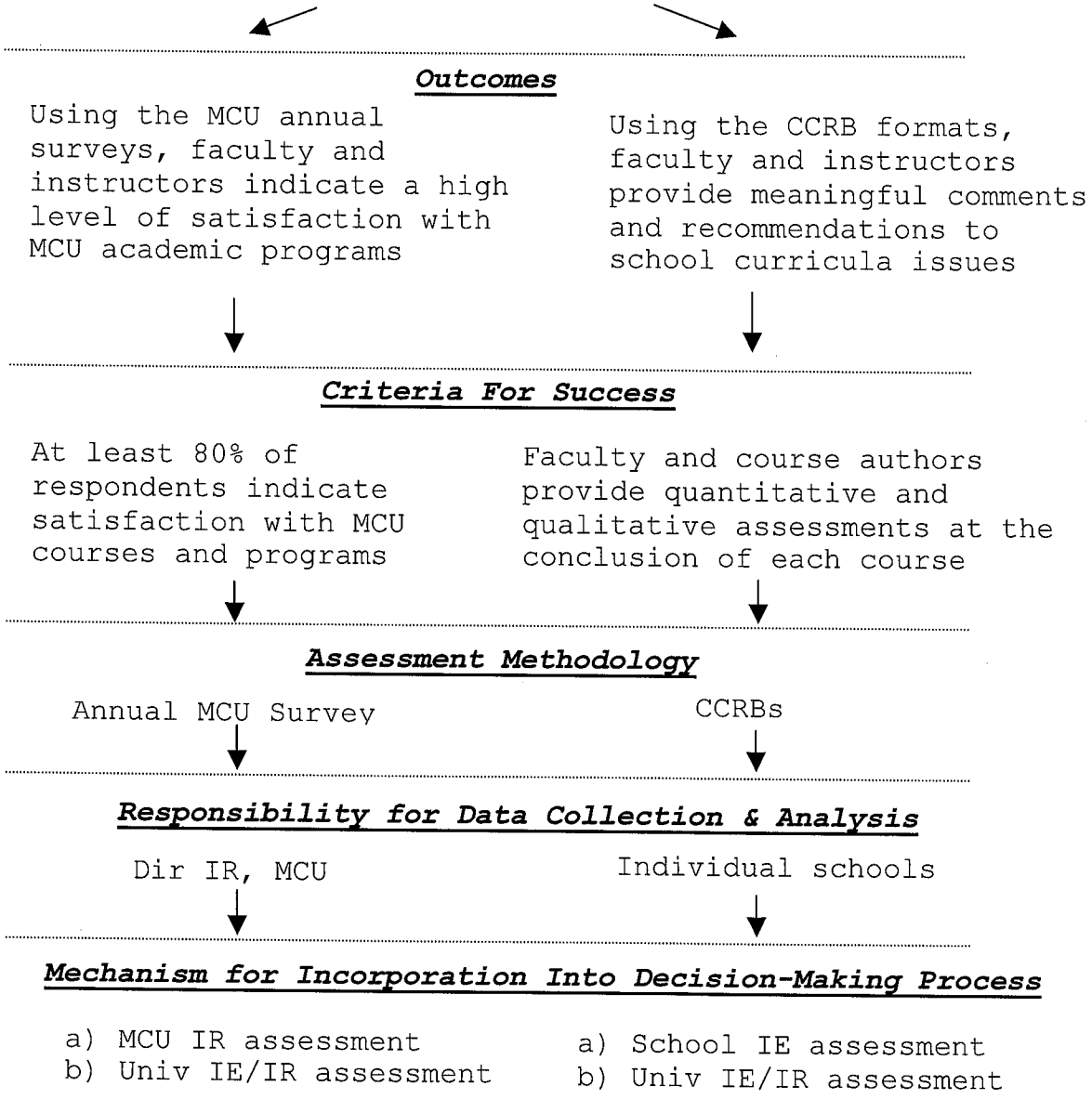
Definition: Students in a given program indicate that courses and programs - individually and collectively - have met or exceeded their needs and expectations.



Category: Academic Programs

Core Indicator: Faculty satisfaction with academic courses and programs

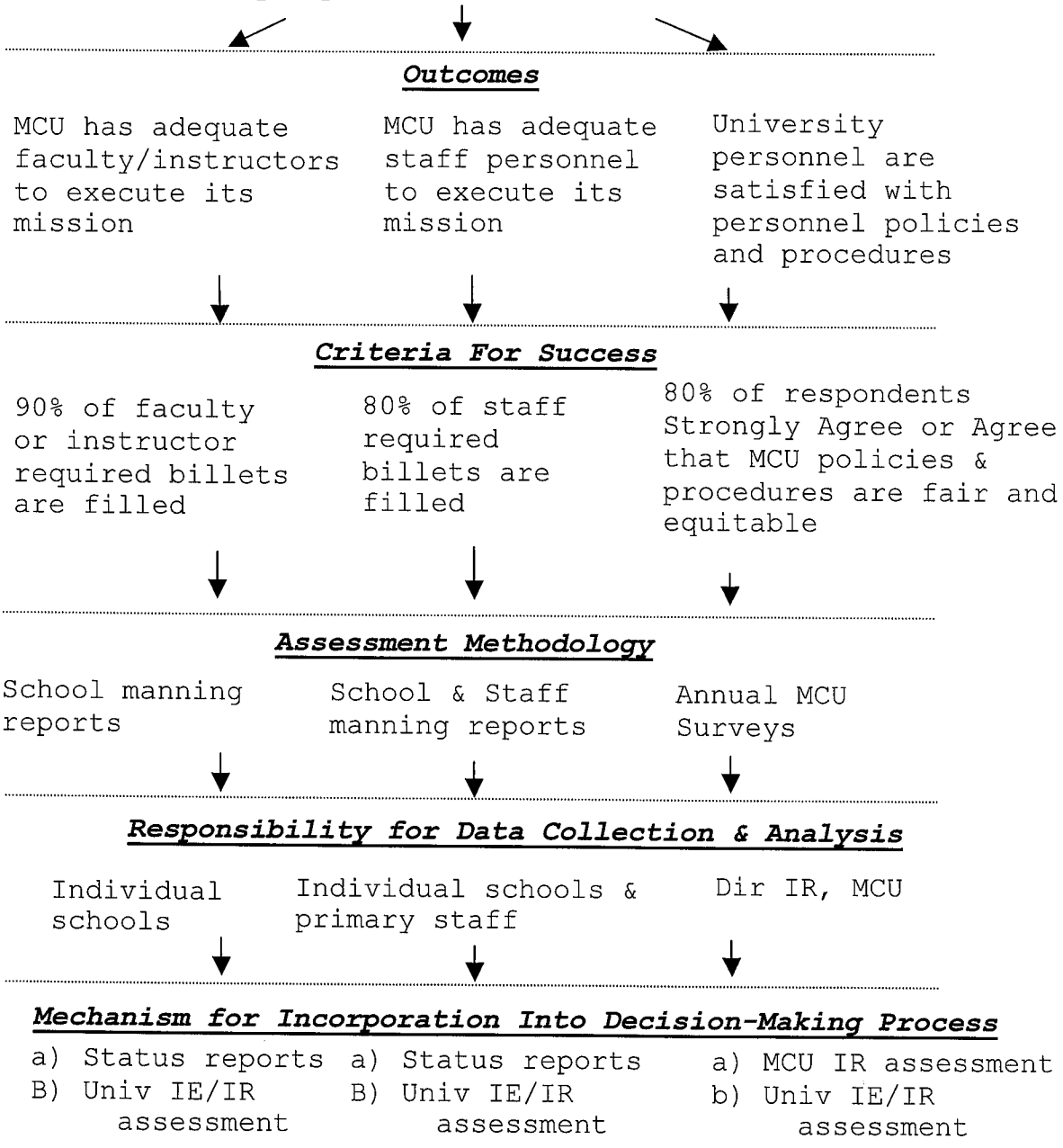
Definition: Faculty and instructors charged with delivering curricula indicate that course and programs - individually and collectively - achieve the stated educational goals.



Category: Services, Support, and Resources

Core Indicator: University is properly staffed to accomplish its mission

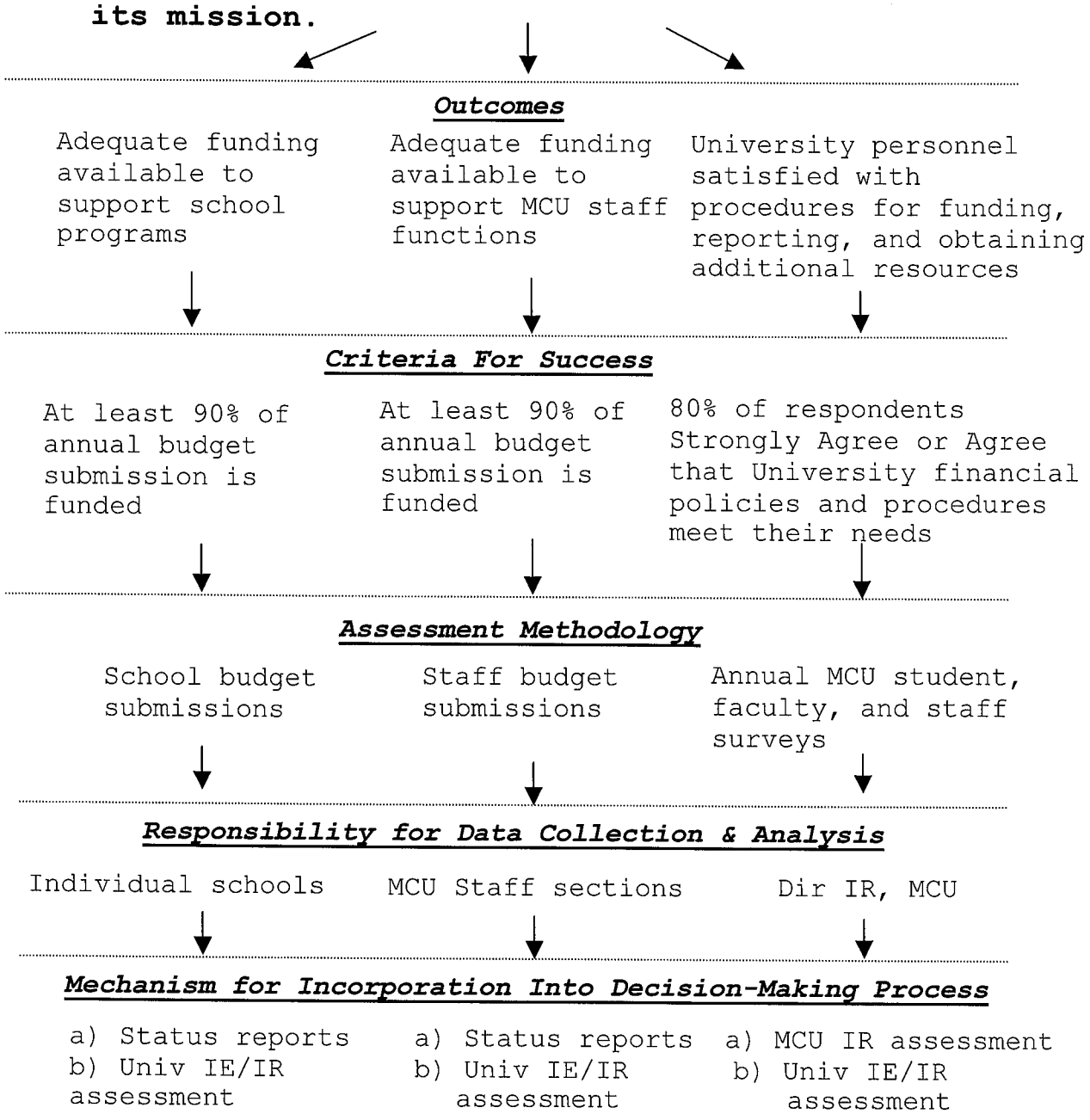
Definition: Marine Corps University has adequate student, faculty, and staff to deliver quality educational programs.



Category: **Services, Support, and Resources**

Core Indicator: **University is properly resourced to accomplish its mission**

Definition: **MCU has adequate financial resources, and workable policies and procedures to accomplish its mission.**



Category: Services, Support, and Resources

Core Indicator: Student, faculty, & staff satisfaction with support and services

Definition: Student, faculty, and staff indicate that support and services from both MCBQ and MCU meet their educational and personal needs.

Outcomes

Students, faculty, and staff indicate satisfaction with MCBQ services and support	Students, faculty, and staff indicate satisfaction with MCU services and support

Criteria For Success

80% of respondents Strongly Agree or Agree that MCBQ services and support meet their needs	80% of respondents Strongly Agree or Agree that MCU services and support meet their needs

Assessment Methodology

Annual MCU surveys	Annual MCU surveys

Responsibility for Data Collection & Analysis

Dir IR, MCU	Dir IR, MCU

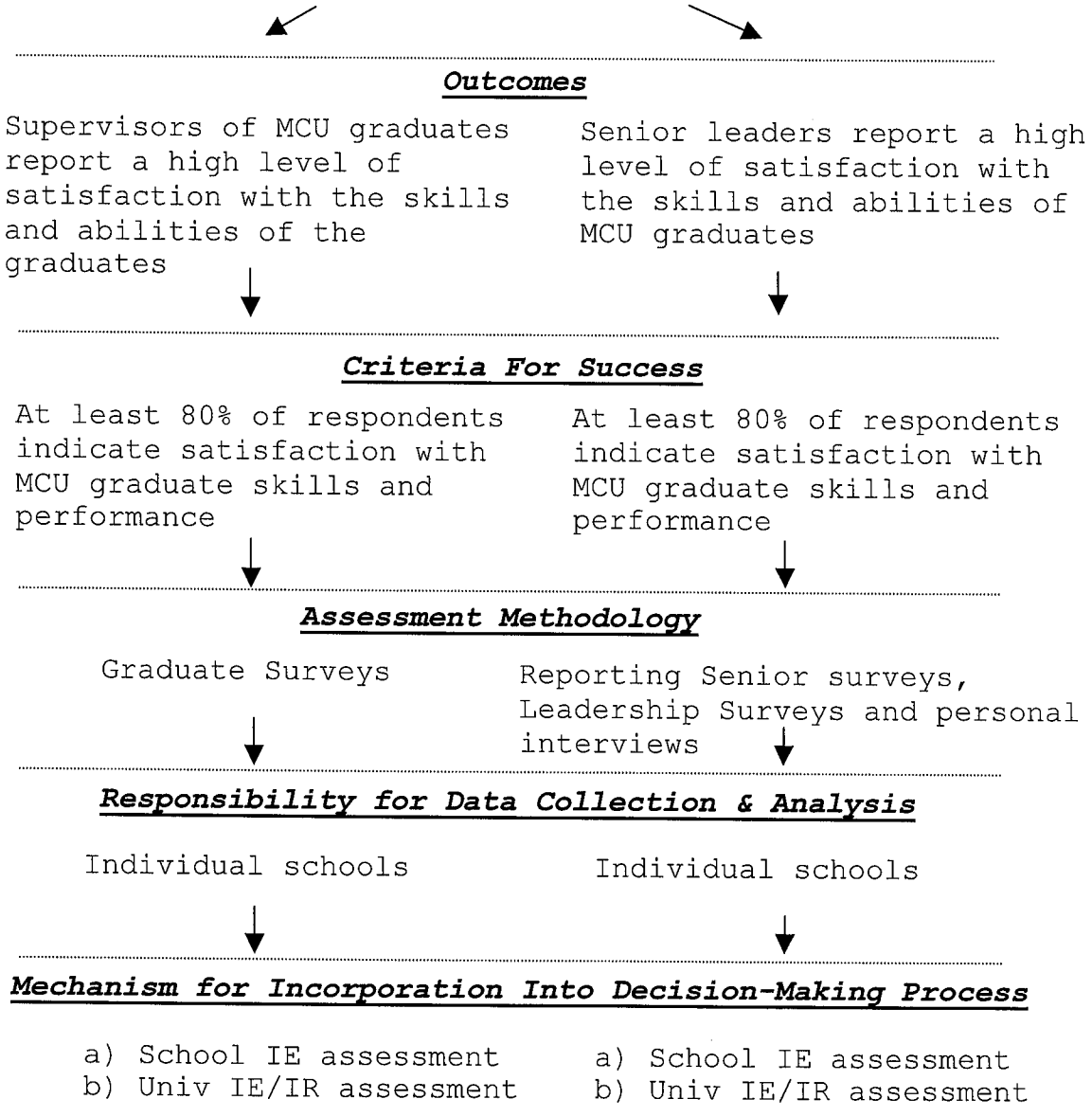
Mechanism for Incorporation Into Decision-Making Process

a) MCU IR assessment b) Univ IE/IR assessment	a) MCU IR assessment b) Univ IE/IR assessment

Category: Perception & Customer Satisfaction

Core Indicator: Customer satisfaction with graduate's skills/performance

Definition: Commanders, supervisors, and/or colleagues of graduates indicate that individuals receiving training or education from MCU exhibit superior skills and performance.



Category: Perception & Customer Satisfaction

Core Indicator: Perception and understanding of MCU

Definition: Internal and external customers of MCU indicating they have a positive impression of the educational processes.

Outcomes

MCU students indicate they understand the MCU educational processes and view them positively

Senior leaders and officials indicate they understand the MCU educational processes and view them positively

Criteria For Success

At least 80% of respondents indicate understanding and satisfaction with the MCU educational processes

At least 80% of respondents indicate understanding and satisfaction with the MCU educational processes

Assessment Methodology

Annual MCU student survey

Reporting senior surveys

Responsibility for Data Collection & Analysis

Dir IR, MCU

Individual schools

Mechanism for Incorporation Into Decision-Making Process

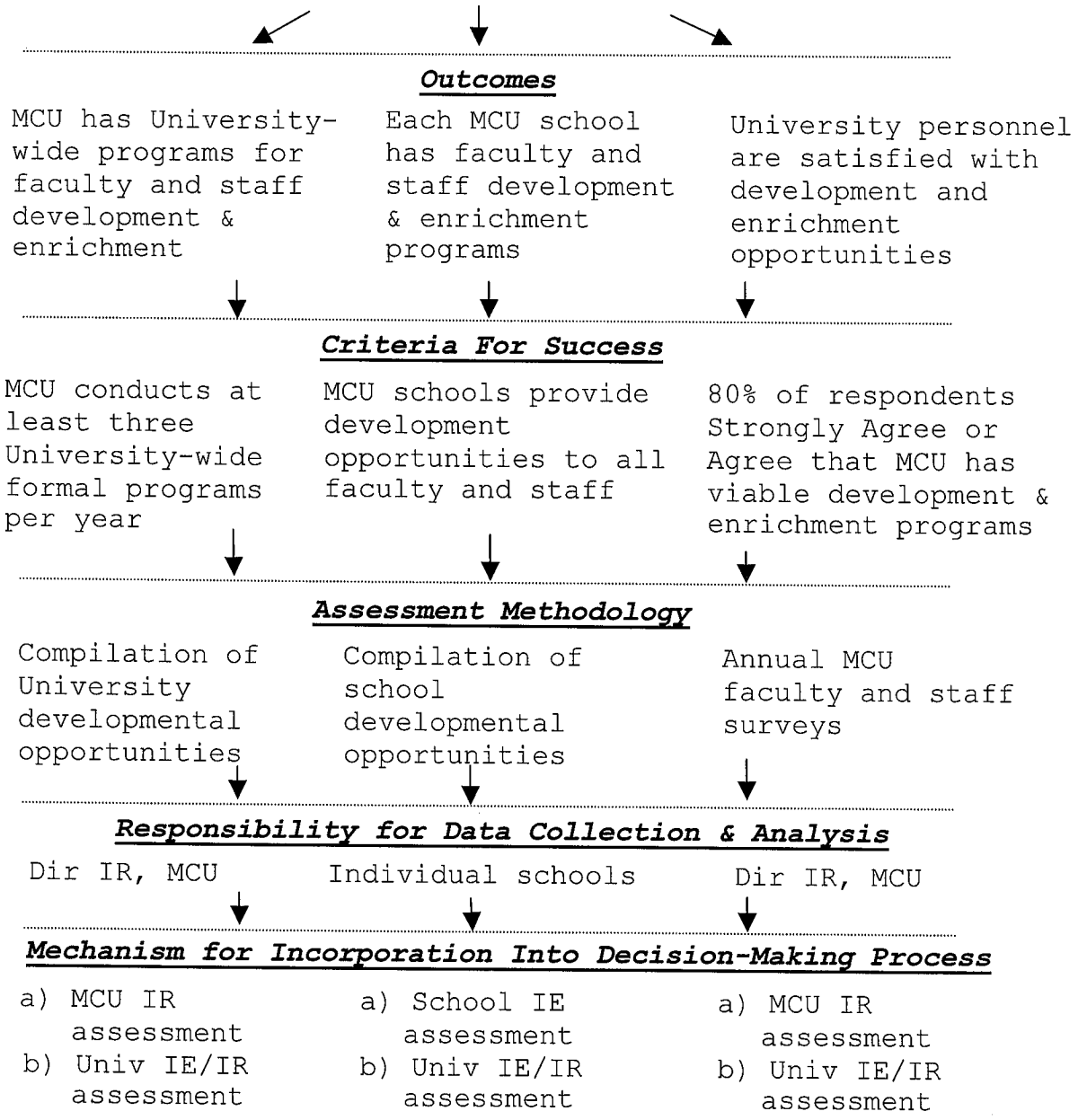
a) MCU IR assessment
b) Univ IE/IR assessment

a) School IE assessment
b) Univ IE/IR assessment

Category: Organizational Quality

Core Indicator: Faculty and staff professional development and enrichment programs

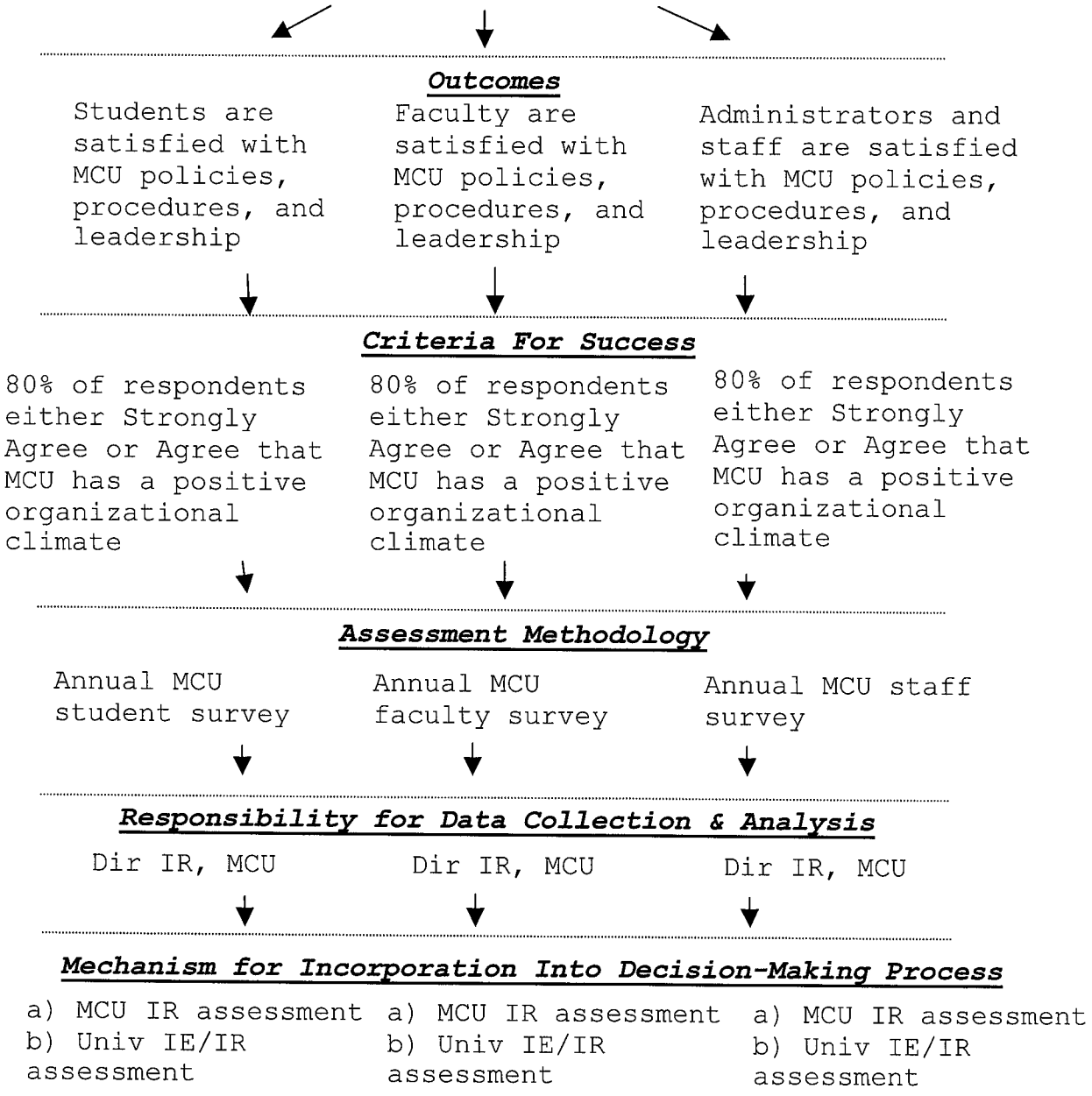
Definition: MCU conducts developmental programs that enhance and enrich the personal and professional qualities of its faculty and staff.



Category: Organizational Quality

Core Indicator: Organizational Climate

Definition: University administrators, faculty, staff, and students indicate that MCU is focused on its educational mission, but also responsive to the needs and expectation of individuals via a caring attitude and viable policies and procedures.



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Date

From: Director/Commander, _____
To: President, Marine Corps University/Commanding General, Education Command
Via: Director, Institutional Effectiveness

Subj: AY __/__ INSTITUTIONAL EFFECTIVENESS ASSESSMENT REPORT

Ref: (a) as required

1. Purpose. This report summarizes _____'s AY_____ institutional effectiveness data collection and analysis and provides an assessment of the College's institutional performance as it relates to institutional purpose.

2. Mission. (Provide a succinct statement of your mission.)

3. Academic Programs.

a. Student accomplishment of educational objectives. (Provide expected outcomes and summary assessment data supporting accomplishment of educational objectives.)

b. Internal and External Assessments (attach copies of survey results or analyses, as appropriate)

(1) Student end-of-course surveys (Provide summary results of overall student satisfaction with programs. Supporting data for resident programs will be provided from annual MCU surveys.)

(2) Graduate surveys (Highlight data related to customer satisfaction with programs and identification of customer needs.)

(3) Reporting Senior surveys (Highlight data related to satisfaction with graduate's performance, identification of customer needs, and perception of MCU and its programs.)

c. Assessment of academic programs (Include a paragraph on each course, as appropriate. Details are typically derived from CCRB reports.)

4. Faculty & Staff Development and Enrichment.
(provide a listing of faculty & staff development opportunities)

5. Facilities. (Optional. Director may address any facility issues he feels impacts on educational programs.)

6. Services and Support. (Optional. Director may address any service and support issues he feels impacts on educational programs.)

7. Change resulting from assessments. (Describe the impact of decisions. This will require a look at previous IE assessments and an evaluation of the resultant effectiveness of those decisions. Essentially, this paragraph is used to show evidence of improvement based on analysis of assessment results.)

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Date

From: Deputy Chief of Staff for _____, G-__
To: President, Marine Corps University/Commanding General, Education Command
Via: Director, Institutional Effectiveness

Subj: AY __/__ INSTITUTIONAL EFFECTIVENESS ASSESSMENT REPORT

Ref: (a) as required

1. Purpose. This report summarizes _____'s AY_____ institutional effectiveness data collection and analysis and provides an assessment of the staff's institutional performance as it relates to institutional purpose.

2. Mission. (Provide a succinct statement of the mission(s) of the staff section.)

3. Accomplishment of Objectives. (Provide an assessment of the ability of the section to accomplish its stated objectives. If possible, provide both qualitative and quantitative data. Supporting data will be provided from MCU annual surveys.)

4. Staff Development and Enrichment.
(Provide a listing of staff or section professional development opportunities.)

5. Facilities. (Optional. Address any facility issues that impact on the ability of the staff or section to accomplish its mission.)

6. Services and Support. (Optional. Address any service and support issues that impact on the ability of the staff or section to accomplish its mission.)

7. Change resulting from assessments. (Describe the impact of decisions. This will require a look at previous IE assessments and an evaluation of the resultant effectiveness of those decisions. Essentially, this paragraph is used to show evidence of improvement based on analysis of assessment results.)